

# **Annual Comparisons of Developmental Assets Results Bernards Township School District 2005, 2012, and 2018**

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August 2018**

## **Introduction**

The purpose of this report is to provide a comparison of the results from the three Developmental Asset surveys conducted in 2005, 2012 and 2018 for Bernards Township School District (School District). A complete comparison of the three years of data is beyond the scope of this project. The comparisons in this report are limited to selected survey-item results for each year for the eight broad categories of Developmental Assets.

It is important to note that any differences among the years that are discussed do not reflect changes in one group over time, but differences among the three different student groups surveyed in the three years. It is possible that any differences among the groups may be related to differences in the mix of students who responded in each year. In addition, in some instances evidence of no difference is important. If an asset category was weak all three years, further effort may be needed to address the issue. If an asset category was strong, then it is important to sustain that strength.

The remainder of the report is divided into two sections. The first section provides a brief narrative discussing the differences in survey results among the three years of surveys. The supporting tables with the percentages for the response categories for the survey items are for each year are provided in the second section. Statistical analyses were run to compare the percentages of the survey items among the three survey years. These serve as a basis for discussion presented in the narrative section.

## **Narrative on Changes in the Developmental Assets**

### ***Support***

Overall, the results in the Support Asset category have been very positive in all three years. Although there were some slight differences from year-to-year, the differences did not materially affect the overall results. Additional comments on the results comparing the three years follow, but it should be kept in mind that the differences are small.

The reported frequency of parents' help with school and talking about school fell slightly from 2005 to 2012, but remained about the same from 2012 to 2018. Although some variations occurred from year-to-year, there were no material changes in the distributions of student responses to survey items, "My parents give me help and support when I need it," "My parents push me to do the best that I can," and "My parents put too much pressure on me to do well."

There was some variation from year-to-year on the School Support items, but no pattern of change. The results suggest that slightly larger segments of student respondents in 2012 and 2018 than in 2005 feel they are not getting encouragement at school.

There were some year-to-year variations in student perceptions of support within their community, but no strong indications of change. There was a slight increase in the proportions of students who did not feel there was someone for them to talk to from 2005 to 2012. The results for 2018 were similar to 2012's. There also was evidence of a very slight weakening in students' perceptions of how easily they can make friends in 2018 compared to 2012 and 2005. A Close Relative or Family Friend was the most likely choice for a confidant in all three years.

### ***Boundaries and expectation***

Like the Support category, there were only slight changes from year-to-year in the Boundaries and Expectations survey items, and the overall results were positive in all three years. The 2018 student group had a slightly stronger perception that they will experience some form of punishment for breaking their family rules. There was little difference in the results on the perception of school rules being clear from 2012 to 2018. There was an indication that 2018 students perceived their parents as having clearer rules than those in past years.

### ***Constructive use of time***

Student participation in activities has been high in all three years of the survey. There has been little change in the amount of time spent by students in activities except for an indication of slightly less time being spent in school sports.

### ***Commitment to learning***

Like the previous asset categories, the results for Commitment to Learning were positive for all three years. The results, however, suggest slightly larger groups of students in 2012 and 2018 than in 2005 believe that they will "Not do well if they work hard" and do not "Expect to succeed at the things they do." This group of students, however, remains small.

### ***Positive identity***

Like the other Developmental Asset categories, the overall results for Positive Identity have been positive in all three years. The results, however, suggest the small proportion of students who indicate feeling sad and lonely has increased slightly since 2005. As noted in the full report for 2018, although this group of students is small, students in this group may be experiencing emotional difficulties.

### ***Social competencies***

The overall ratings for Social Competencies were positive and much the same for all three years. Most of the differences from year-to-year were small and did not suggest any pattern of change. A slightly higher proportion of the 2018 group of students than those in 2005 and 2012 self-reported they "Think through good and bad choices before making decisions."

## ***Positive values***

The results for Positive Values have been positive in all three years. The differences among the years are small. One positive change is that the proportion of the 2018 group of students who considered helping others as important increased slightly over the other two years.

## ***Empowerment***

The sense of empowerment has remained much the same. The one area there is a difference is that a higher proportion of 2018 students report feeling less safe in their school. Given the prominence of school-based violence in recent years, this is not surprising. It should be added that these are feelings and not actual indicators of school safety.

## **Conclusion**

The comparisons of the results of the surveys conducted in 2005, 2012, and 2018 suggests little material difference in the results from year-to-year. In general, the responses revealed similarly high levels of Developmental Assets in all categories. The differences that were noted above were small increases in the proportions for subsets of students, not overall year-to-year differences. In addition, those differences should be viewed cautiously since they may be affected by response bias.

The finding of most importance is that the overall ratings of Developmental Assets continue to be positive. The findings reported in the full 2018 report are the best foundation for decisions regarding specific actions that may be desirable moving forward.

## **Results Tables**

### ***Support result tables***

		Survey Year		
		2005	2012	2018
		Column N %	Column N %	Column N %
<b>Parents help you with your school work.</b>	Very Often	10.9%	4.8%	6.2%
	Often	20.4%	12.9%	12.6%
	Sometimes	33.2%	30.7%	31.5%
	Seldom	23.5%	32.7%	30.6%
	Never	12.1%	18.9%	19.1%
<b>Parents talk to you about what you are doing in school.</b>	Very Often	34.4%	25.5%	27.9%
	Often	33.5%	33.4%	35.9%
	Sometimes	20.9%	26.7%	24.1%
	Seldom	9.7%	10.4%	9.5%
	Never	1.5%	4.1%	2.5%

<b>Table 2.</b>				
		Survey Year		
		2005	2012	2018
		Column N %	Column N %	Column N %
<b>My parents give me help and support when I need it.</b>	Strongly Disagree	1.5%	1.6%	0.8%
	Disagree	1.6%	3.5%	2.9%
	Neutral	10.0%	10.2%	10.0%
	Agree	32.1%	39.7%	31.4%
	Strongly Agree	54.8%	45.0%	54.9%
<b>My parents push me to do the best that I can.</b>	Strongly Disagree	1.1%	1.4%	0.7%
	Disagree	2.3%	2.4%	2.0%
	Neutral	11.9%	11.2%	10.1%
	Agree	34.2%	38.1%	33.8%
	Strongly Agree	50.6%	46.9%	53.4%
<b>My parents put too much pressure on me to do well.</b>	Strongly Disagree	12.2%	11.5%	15.5%
	Disagree	30.9%	30.1%	32.9%
	Neutral	32.7%	29.3%	26.7%
	Agree	16.6%	19.2%	16.1%
	Strongly Agree	7.7%	9.9%	8.8%

<b>Table 3.</b>				
		Survey Year		
		2005	2012	2018
		Column N %	Column N %	Column N %
<b>I get a lot of encouragement at my school.</b>	Strongly Disagree	2.3%	3.8%	4.4%
	Disagree	7.7%	9.1%	12.2%
	Neutral	27.7%	38.5%	30.2%
	Agree	48.9%	38.2%	39.8%
	Strongly Agree	13.3%	10.4%	13.4%
<b>Teachers at school push me to do the best that I can.</b>	Strongly Disagree	3.2%	3.3%	2.8%
	Disagree	7.7%	9.6%	10.6%
	Neutral	29.5%	30.8%	25.6%
	Agree	43.6%	42.8%	42.9%
	Strongly Agree	16.0%	13.5%	18.1%
<b>My teachers really care about me.</b>	Strongly Disagree	6.2%	10.4%	8.9%
	Disagree	14.7%	19.4%	14.2%
	Neutral	39.1%	38.9%	37.1%
	Agree	29.6%	24.4%	30.8%
	Strongly Agree	10.4%	6.9%	9.0%

		Survey Year		
		2005	2012	2018
		Column N %	Column N %	Column N %
<b>There is always someone I can turn to if I need help.</b>	Strongly Disagree	1.6%	3.1%	2.4%
	Disagree	4.0%	7.4%	7.5%
	Neutral	14.1%	16.2%	16.3%
	Agree	37.7%	38.6%	43.6%
	Strongly Agree	42.6%	34.8%	30.2%
<b>There are a lot of people who care about me in my neighborhood.</b>	Strongly Disagree	4.6%	6.4%	4.6%
	Disagree	10.1%	15.3%	15.3%
	Neutral	31.0%	29.7%	26.6%
	Agree	37.1%	33.5%	36.5%
	Strongly Agree	17.1%	15.0%	17.0%
<b>I make friends easily.</b>	Strongly Disagree	2.1%	3.1%	3.8%
	Disagree	3.9%	6.2%	8.7%
	Neutral	17.1%	16.8%	23.4%
	Agree	47.4%	47.5%	39.2%
	Strongly Agree	29.5%	26.5%	24.8%

		Survey Year		
		2005	2012	2018
		Column N %	Column N %	Column N %
<b>A teacher</b>	Not Likely at All	44.9%	44.9%	41.5%
	Somewhat Likely	46.2%	45.2%	48.3%
	Very Likely	8.9%	10.0%	10.2%
<b>A coach</b>	Not Likely at All	54.5%	51.3%	48.3%
	Somewhat Likely	34.0%	36.2%	35.3%
	Very Likely	11.5%	12.5%	16.4%
<b>A close relative or family friend</b>	Not Likely at All	16.5%	15.6%	12.4%
	Somewhat Likely	34.3%	34.6%	30.3%
	Very Likely	49.2%	49.8%	57.3%
<b>Guidance/school counselor</b>	Not Likely at All	47.3%	42.9%	43.8%
	Somewhat Likely	37.5%	38.7%	39.1%
	Very Likely	15.2%	18.5%	17.1%
<b>Student assistance counselor</b>	Not Likely at All	64.2%	63.4%	59.0%
	Somewhat Likely	29.2%	29.1%	32.5%
	Very Likely	6.6%	7.5%	8.5%
<b>School nurse</b>	Not Likely at All	71.6%	79.0%	77.9%
	Somewhat Likely	21.9%	18.1%	19.2%
	Very Likely	6.6%	2.9%	2.9%
<b>Doctor, nurse (other than school nurse), or other health professional</b>	Not Likely at All	53.1%	56.1%	51.6%
	Somewhat Likely	35.2%	31.5%	34.3%
	Very Likely	11.7%	12.3%	14.1%
<b>An adult in your neighborhood</b>	Not Likely at All	62.1%	66.4%	63.9%
	Somewhat Likely	32.1%	28.2%	30.4%
	Very Likely	5.8%	5.4%	5.7%

## ***Boundaries and expectations result tables***

<b>Table 6.</b>				
		Survey Year		
		2005	2012	2018
		Column N %	Column N %	Column N %
<b>If I break one of my family rules, I usually get punished.</b>	Strongly Disagree	3.5%	5.8%	2.5%
	Disagree	14.4%	15.1%	10.1%
	Neutral	30.5%	29.6%	26.6%
	Agree	37.0%	33.8%	41.0%
	Strongly Agree	14.6%	15.7%	19.7%
<b>My school has clear rules about what students can and cannot do.</b>	Strongly Disagree	3.1%	2.7%	2.5%
	Disagree	6.4%	7.6%	8.3%
	Neutral	13.2%	17.1%	16.7%
	Agree	41.9%	46.8%	49.5%
	Strongly Agree	35.4%	25.8%	22.9%
<b>My family has clear rules about what I can and cannot do.</b>	Strongly Disagree	2.9%	2.9%	1.2%
	Disagree	9.0%	12.4%	8.9%
	Neutral	29.0%	27.3%	21.6%
	Agree	38.8%	36.2%	43.6%
	Strongly Agree	20.3%	21.1%	24.6%

<b>Table 7.</b>				
		Survey Year		
		2005	2012	2018
		Column N %	Column N %	Column N %
<b>I don't care how well I do in school.</b>	Strongly Disagree	59.8%	64.0%	61.2%
	Disagree	26.6%	24.2%	27.5%
	Neutral	8.9%	7.4%	6.7%
	Agree	2.8%	2.9%	3.4%
	Strongly Agree	1.9%	1.5%	1.1%
<b>I will do well if I work hard.</b>	Strongly Disagree	0.6%	1.4%	1.7%
	Disagree	1.2%	3.3%	3.7%
	Neutral	7.7%	8.3%	10.6%
	Agree	37.8%	34.9%	31.4%
	Strongly Agree	52.7%	52.2%	52.6%
<b>I usually expect to succeed in things I do.</b>	Strongly Disagree	1.9%	1.8%	1.6%
	Disagree	4.0%	7.1%	9.9%
	Neutral	24.9%	26.7%	26.7%
	Agree	44.9%	42.7%	42.8%
	Strongly Agree	24.2%	21.7%	19.0%

## Constructive use of time results tables

		Survey Year		
		2005	2012	2018
		Column N %	Column N %	Column N %
<b>Playing in sports or helping with sports teams at school or in the community.</b>	0 hours	13.6%	20.3%	16.2%
	1 hour	8.2%	5.9%	7.9%
	2 hours	10.8%	9.7%	10.7%
	3 to 5 hours	21.7%	19.9%	24.7%
	6 to 10 hours	21.3%	22.3%	23.1%
	11 or more hours	24.5%	21.9%	17.3%
<b>In clubs or organizations (other than sports) at school (for example school newspapers, student government, school plays, clubs, debate, etc.).</b>	0 hours	53.6%	50.5%	46.7%
	1 hour	19.1%	19.9%	21.9%
	2 hours	12.4%	13.6%	14.9%
	3 to 5 hours	9.3%	9.0%	9.2%
	6 to 10 hours	3.1%	3.9%	3.7%
	11 or more hours	2.5%	3.1%	3.5%
<b>In clubs or organizations (other than sports) outside of school (such as 4-H, Scouts, YMCA, teen center, youth group, etc.).</b>	0 hours	44.0%	44.6%	39.5%
	1 hour	17.9%	16.2%	17.4%
	2 hours	16.5%	16.9%	18.5%
	3 to 5 hours	14.0%	14.1%	15.4%
	6 to 10 hours	5.0%	4.8%	5.6%
	11 or more hours	2.5%	3.4%	3.5%

## Commitment to learning results tables

		Survey Year		
		2005	2012	2018
		Column N %	Column N %	Column N %
<b>Getting good grades in school.</b>	Not Important	2.5%	2.3%	1.3%
	Somewhat Important	5.3%	4.6%	5.3%
	Not Sure	7.3%	5.7%	4.3%
	Quite Important	35.8%	36.4%	38.3%
	Extremely Important	49.0%	51.1%	50.8%
<b>Being really good at least one thing.</b>	Not Important	2.0%	3.4%	2.1%
	Somewhat Important	6.5%	8.2%	11.2%
	Not Sure	10.1%	13.4%	11.7%
	Quite Important	35.4%	35.6%	35.7%
	Extremely Important	46.0%	39.5%	39.4%

**Positive identity results tables**

<b>Table 10.</b>				
		Survey Year		
		2005	2012	2018
		Column N %	Column N %	Column N %
<b>I feel good about myself.</b>	Strongly Disagree	1.6%	3.6%	4.7%
	Disagree	3.9%	5.6%	8.4%
	Neutral	19.4%	19.1%	21.8%
	Agree	45.7%	44.0%	36.2%
	Strongly Agree	29.4%	27.6%	28.8%
<b>I feel sad a lot of the time.</b>	Strongly Disagree	28.2%	30.5%	25.3%
	Disagree	39.5%	34.8%	35.3%
	Neutral	20.6%	21.1%	22.0%
	Agree	8.8%	9.2%	10.4%
	Strongly Agree	2.9%	4.3%	7.1%
<b>I often feel lonely.</b>	Strongly Disagree	30.7%	25.7%	23.3%
	Disagree	31.7%	30.2%	30.4%
	Neutral	21.3%	21.9%	20.4%
	Agree	12.2%	15.5%	16.2%
	Strongly Agree	4.1%	6.7%	9.7%
<b>I don't have enough time to do everything I need to do.</b>	Strongly Disagree	4.2%	5.4%	4.6%
	Disagree	16.5%	13.9%	16.4%
	Neutral	28.3%	22.4%	22.2%
	Agree	29.4%	34.4%	31.1%
	Strongly Agree	21.6%	23.9%	25.7%
<b>Being popular.</b>	Not Important	24.8%	29.3%	44.9%
	Somewhat Important	19.1%	22.5%	25.5%
	Not Sure	26.0%	24.7%	15.4%
	Quite Important	21.3%	18.8%	11.1%
	Extremely Important	8.8%	4.7%	3.0%



## Social competencies results tables

		Survey Year		
		2005	2012	2018
		Column N %	Column N %	Column N %
<b>I will take someone up on a dare even if it's dangerous or wrong.</b>	Not at all like me	46.6%	39.8%	48.0%
	A little like me	25.5%	25.8%	25.9%
	Somewhat like me	17.6%	20.8%	15.2%
	Quite like me	5.5%	9.2%	7.6%
	Very much like me	4.8%	4.3%	3.4%
<b>I think through the possible good and bad choices before I make decisions.</b>	Not at all like me	5.9%	6.3%	5.1%
	A little like me	13.7%	15.7%	12.5%
	Somewhat like me	29.5%	27.6%	24.8%
	Quite like me	34.5%	33.5%	36.4%
	Very much like me	16.4%	16.9%	21.2%
<b>I know how to say "no" when someone wants me to do things I know are wrong or dangerous.</b>	Not at all like me	4.8%	4.5%	1.6%
	A little like me	4.0%	6.0%	5.7%
	Somewhat like me	10.1%	12.5%	11.4%
	Quite like me	29.8%	35.9%	27.7%
	Very much like me	51.2%	41.1%	53.6%
<b>I am not interested in anything unless it is exciting.</b>	Strongly Disagree	7.3%	7.0%	5.6%
	Disagree	28.2%	27.9%	27.1%
	Neutral	36.2%	33.3%	32.8%
	Agree	19.6%	20.1%	22.2%
	Strongly Agree	8.7%	11.7%	12.3%
<b>I often act without stopping to think.</b>	Strongly Disagree	7.4%	5.6%	6.2%
	Disagree	33.1%	27.3%	33.7%
	Neutral	35.6%	37.4%	31.0%
	Agree	16.6%	21.0%	21.1%
	Strongly Agree	7.2%	8.7%	8.0%

		Survey Year		
		2005	2012	2018
		Column N %	Column N %	Column N %
<b>I care about other people's feelings.</b>	Not at all like me	2.3%	2.5%	1.8%
	A little like me	2.8%	4.4%	5.2%
	Somewhat like me	14.6%	13.8%	14.4%
	Quite like me	39.0%	45.8%	40.1%
	Very much like me	41.4%	33.5%	38.5%
<b>Helping other people.</b>	Not Important	2.0%	2.3%	1.2%
	Somewhat Important	6.8%	7.0%	7.8%
	Not Sure	9.3%	7.0%	4.9%
	Quite Important	51.8%	55.2%	49.6%
	Extremely Important	30.1%	28.4%	36.6%
<b>Getting to know people of different races or ethnic groups.</b>	Not Important	5.6%	8.2%	5.6%
	Somewhat Important	12.1%	14.2%	13.0%
	Not Sure	25.8%	28.4%	20.2%
	Quite Important	36.8%	35.1%	41.2%
	Extremely Important	19.8%	14.1%	20.0%

<b>Table 13.</b>				
		Survey Year		
		2005	2012	2018
		Column N %	Column N %	Column N %
<b>I do many things I regret afterward.</b>	Strongly Disagree	10.9%	10.0%	10.1%
	Disagree	33.2%	33.3%	34.5%
	Neutral	33.2%	32.1%	29.4%
	Agree	16.5%	18.3%	18.1%
	Strongly Agree	6.2%	6.3%	7.9%
<b>I usually try to get by without doing any more work than I have to.</b>	Strongly Disagree	9.5%	12.1%	9.1%
	Disagree	21.3%	22.8%	25.4%
	Neutral	30.5%	27.8%	27.5%
	Agree	24.1%	23.1%	26.7%
	Strongly Agree	14.6%	14.1%	11.4%
<b>Accepting responsibility for my actions when I make a mistake or get in trouble.</b>	Not Important	3.3%	2.7%	1.2%
	Somewhat Important	7.4%	7.5%	6.6%
	Not Sure	13.7%	13.1%	9.1%
	Quite Important	46.3%	44.4%	47.0%
	Extremely Important	29.3%	32.3%	36.2%

<b>Table 14.</b>				
		Survey Year		
		2005	2012	2018
		Column N %	Column N %	Column N %
<b>Adults in my town or city make me feel useful.</b>	Strongly Disagree	6.1%	7.9%	5.4%
	Disagree	16.1%	14.6%	18.2%
	Neutral	37.3%	43.7%	40.3%
	Agree	33.1%	27.2%	29.5%
	Strongly Agree	7.4%	6.6%	6.6%
<b>Students help decide what goes on in the school.</b>	Strongly Disagree	12.6%	13.1%	13.0%
	Disagree	17.3%	23.8%	23.5%
	Neutral	33.2%	29.3%	28.2%
	Agree	29.8%	28.5%	29.7%
	Strongly Agree	7.1%	5.3%	5.6%
<b>I feel safe in my school.</b>	Strongly Disagree	2.2%	2.6%	5.8%
	Disagree	4.7%	3.1%	12.1%
	Neutral	15.1%	15.4%	20.5%
	Agree	42.8%	42.5%	39.3%
	Strongly Agree	35.2%	36.3%	22.3%